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SYNCHRONOUS AND ASYNCHRONOUS LEARNING FORMATS IN THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN ONLINE EDUCATION: A SCOPING REVIEW

Annotation

This scoping review aims to systematically map research on the use of synchronous (SCMC) and asynchronous (ACMC) computer-mediated communication for developing foreign language communicative competence (FLCC) in higher online education. The study's objectives are to identify key concepts and tools, systematise methodological approaches, analyse the impact of communication formats on FLCC components, and determine gaps for future research. Publication selection followed the PCC (Population-Concept-Context) model and the PRISMA-ScR protocol. The included studies focus on the application of SCMC and ACMC in teaching foreign languages to university students and lecturers. Studies not related to higher education, communicative competence development, or specialised digital communication tools were excluded.

A systematic search was conducted in Scopus, Web of Science, Google Scholar, and the digital libraries of Kazakhstani universities for studies published from January 2013 to December 2025. Twenty studies met the inclusion criteria and were synthesised using thematic analysis. Four main thematic clusters emerged: comparative analysis of formats and user preferences; impact on linguistic competencies; pedagogical design and innovative technologies; and sociocultural, professionally oriented, and psychological aspects of FLCC development. The review identifies a trend toward the functional complementarity of SCMC and ACMC, with increasing emphasis on hybrid models rather than a single optimal format. Persistent methodological limitations are noted, particularly the scarcity of rigorous comparative and longitudinal studies. This review provides a foundation for future research and supports the development of evidence-based approaches to integrating digital communication formats into language pedagogy.

Keywords: online teaching, foreign language communicative competence, computer-mediated communication, synchronous format, asynchronous format, higher education, scoping review.

Introduction. The shift to distance learning during the COVID-19 pandemic accelerated the adoption of digital tools in education. Online interaction formats, whether synchronous (real-time) or asynchronous (delayed access), have become especially important. As these formats are increasingly used in language teaching, it is important to consider how effective each is for developing foreign language communicative competence (FLCC).

This scoping review defines synchronous computer-mediated communication (SCMC) as real-time, simultaneous online interaction, such as via Zoom, that requires participants' concurrent presence. Asynchronous computer-mediated communication (ACMC) involves time-delayed interaction, for example, via Flipgrid or forums, where participants contribute at their own pace without simultaneous engagement.

Research demonstrates that these formats have distinct impacts. Synchronous online teaching simulates live, face-to-face interaction and can enhance second-language acquisition [1]. Students in video conferences receive immediate feedback and engage in spontaneous speech acts, which have been shown to improve fluency, engagement, and motivation. However, synchronous speech often exhibits lower syntactic complexity and simpler vocabulary. In contrast, asynchronous formats, such as Flipgrid, enable students to record and edit video clips before submission, supporting a more prepared and reflective speech environment that increases syntactic complexity and accuracy. These platforms allow students additional time to plan their statements, which is especially helpful for beginners, as it reduces anxiety and permits the use of dictionaries and other support tools [2].

Scoping reviews offer a comprehensive overview of existing literature and are especially useful for investigating new or complex topics with diverse research landscapes. To synthesise a broad spectrum of tools, educational contexts, and measurable outcomes related to SCMC and ACMC in FLCC development, this review will consider studies that:

- explore the use of SCMC or AСMC in foreign language learning within online higher education systems;
- analyse topics such as comparative effectiveness, pedagogical design, student perceptions, and learning outcomes associated with these formats.

Specifically, the review seeks to identify fundamental concepts, describe prevailing research methodologies, explore emerging trends, highlight inconsistencies and gaps in the current research landscape, and propose evidence-based recommendations to optimise the pedagogical integration of these communication formats.

Methods and Materials. The review methodology was developed with a focus on the principles of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) [3] to ensure complete and transparent reporting.

To form a representative sample of studies and ensure the reproducibility of the search, the PCC (Population, Concept, Context) structuring framework was used, which is recommended for scoping reviews [4]. Based on it, the criteria for including and excluding publications were determined and are presented in detail in Table 1.

Table 1. The eligibility criteria

Criteria	Inclusion criteria	Exclusion criteria
Population	University students, teachers, and language program students	Schoolchildren, children
Concept	Use of synchronous (SCMC, e.g., Zoom, chats) or asynchronous (ACMC, e.g., forums, Flipgrid) formats of digital educational communication in the learning process	Research dedicated exclusively to traditional face-to-face education or general issues of digitalisation, without a focus on digital educational communication
Context	Empirical studies (experimental, quasi-experimental, qualitative) published in peer-reviewed journals	Theoretical articles, reviews, opinions, and non-academic sources

Source: Compiled by the authors

The systematic search was conducted across four databases and source types, and the search queries were adapted to each platform's indexing logic. In Scopus, the query was used in the TITLE-ABS-KEY fields and included terms related to synchronous and asynchronous communication ("synchronous communication", "real-time communication", "videoconference", "SCMC", "asynchronous communication", "delayed communication", "ACMC"), and foreign language communication competencies ("foreign language communication competence", "FLCC", "communication competence") and the educational context ("online education", "distance learning", "higher education"); the search was limited to peer-reviewed journal articles published between 2013 and 2025. A similar structured query was used in the Web of Science (Core Collection) using the TS= tag field. In Google Scholar, the same conceptual terms were used in natural language on the first 10 pages of results, with citation tracking of key sources. The primary search was restricted to English-language publications. The electronic libraries of leading Kazakhstani universities (Al-Farabi Kazakh National University, SDU) were additionally checked using Russian- language and Kazakh-language equivalents of key terms. However, none of the sources in these repositories fulfilled all the PCC model criteria and were therefore excluded from the final sample.

The screening of titles and abstracts was conducted independently by both authors. In cases of disagreement regarding eligibility, consensus was reached through discussion. Before the full-text screening stage, both authors jointly reviewed five borderline cases to calibrate the application of the inclusion criteria.

The research selection process followed the PRISMA-ScR methodology, and its results are presented as a flowchart (Figure 1). A total of 71 publications were identified through a database search and an additional manual search. After deleting 9 duplicates, 62 publications remained for screening by title and annotation. At this initial stage, 27 publications were excluded, mainly due to non-

compliance with the PCC criteria (for example, the research concerned other pedagogical technologies, did not relate to higher education, or did not focus on the development of communicative competence).

Full-text versions of 35 articles were uploaded for in-depth evaluation. After careful consideration, 15 publications were excluded for the following main reasons: inconsistency of the concept (for example, research on non-SCMC/ACMC tools), irrelevant context (for example, secondary school or corporate training), or lack of evaluation of specific components of the FLCC for other reasons (e.g., methodological ineligibility). As a result, 20 studies were included in the final analysis for the scoping review.

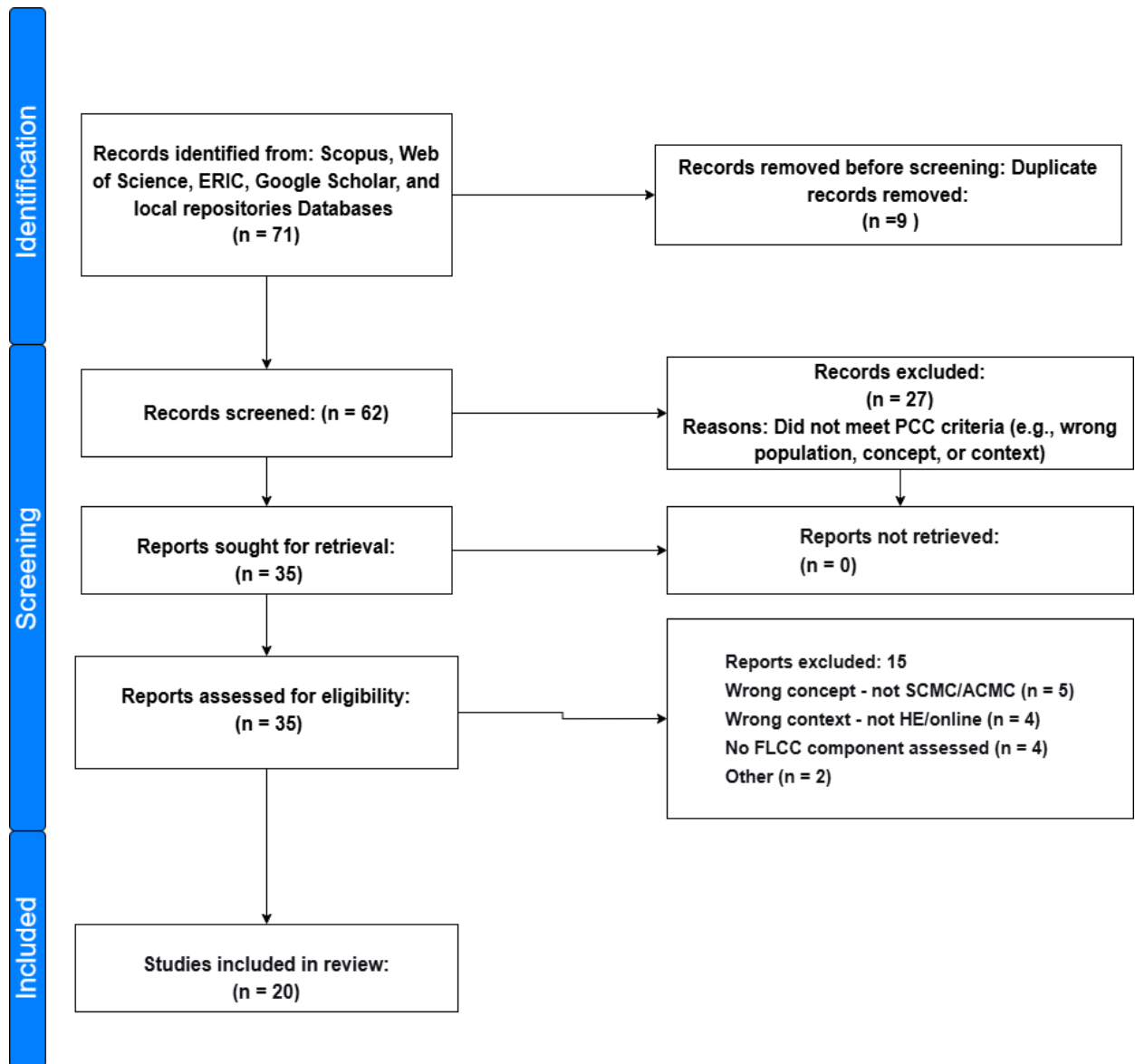


Figure 1. PRISMA-ScR flowchart summarising the identification and selection

Source: Compiled by the authors

A standardised data extraction form has been developed for the included studies. The extracted data included: bibliographic information; the purpose and design of the study; sample characteristics; specific SCMC/ACMC tools and their application features; educational context; the components of the FLCC under study; and key conclusions regarding the comparative effectiveness of the formats. The extraction form was tested in three studies before the main extraction step and modified accordingly to ensure uniform application across all included sources (Table 2).

Table 2. Characteristics of included studies (N=20)

Study	Authors	Population	Intervention	Study design	Key outcomes	Targeted aspects of foreign language learning
Adapted an online intercultural communication course	Reid & Ivenz (2025)	25 English teacher trainees	13-week blended course (ACMC: Moodle, SCMC: Teams)	Qualitative Action Research	Increased intercultural awareness, tolerance, and communicative competence. The blended format was effective.	Intercultural Communicative Competence (awareness, ethno-relativism, nonverbal communication).
Trainee teachers' views on SCMC/ACMC	Tuchyna et al. (2021)	168 Bachelor's and master's teacher trainees	Survey on SCMC (Zoom, Meet) & ACMC (Moodle) use	Quantitative survey	Most (81.2%) favoured combining SCMC/ACMC – desire for more tool variety. Senior students adapted better.	Professional FLCC development via distance education.
Interactive tech for FLCC in Kazakhstan	Asan & Kunanbayeva (2023)	60 learners & 10 teachers	Integration of online platforms, gamification, and VR	Mixed-methods	Significant FLCC improvement. Increased motivation, engagement, and satisfaction.	Overall, FLCC (oral, listening, writing, intercultural skills).
FLCC development via digital tools	Kudysheva & Antontseva (2023)	51 language teachers	Use of digital tech & online learning	Descriptive survey	FLCC is possible without immersion. Regular audio/speaking practice is crucial.	FLCC components: speech, linguistic, sociocultural, compensatory, educational-cognitive.
Synch. vs. Asynch. instruction	Prasetya (2023)	University students	Comparison of live (synch.) vs recorded (asynch.) classes	Quasi-experimental	Synch. valued for interaction; asynch. for flexibility. Blend recommended.	Overall English proficiency (listening, speaking, reading, writing).
Online speech simulators for FLCC	Antontseva et al. (2025)	1st-year science teachers	Tilda platform simulators (asynch. CMC)	Quasi-experimental	Significant FLCC gains, especially in sociocultural & speech competencies.	FLCC components: speech, linguistic, sociocultural, compensatory, cognitive.
Gender differences in SCMC motivation	Yang (2022)	EFL (English as a foreign language) undergraduates	Google Meet for real-time instruction	Mixed-methods	Females showed higher motivation & self-efficacy. Males reported more interaction concerns.	Motivation, self-efficacy, and socio-affective factors in synchronous learning.
Edmodo vs Meet for language learning	Rigo & Mikuš (2021)	Media communication students	Edmodo (asynch.) & Meet (synch.) in EFL	Mixed-methods	Students preferred sync for production & feedback. Both modes are beneficial with different strengths.	FLCC, grammar, vocabulary, interaction, and motivation.
Virtual vs In-person study abroad	Davidson & Garas (2023)	US language program students	Virtual exchange via Zoom/Canva vs traditional study abroad	Comparative quasi-experimental	Virtual students had lower gains in speaking, less L2 contact, and lower intercultural development.	Linguistic proficiency & ICC (intercultural communicative competence).

Learner preferences for SCMC/ACMC	Özidal et al. (2021)	56 Turkish ELL (English language learner) students	Experience with Teams/Zoom (SCMC) & LMS (Learning Management System) (ACMC)	Mixed-methods	46.4% preferred SCMC, 14.3% ACMC, 37.5% a blend. Online communication is not seen as effective as face-to-face communication.	Learner perceptions & comparative effectiveness of modes.
Teacher perceptions in the Saudi EFL setting	Alfares (2024)	121 Saudi university teachers	Comparison of SCMC vs ACMC benefits/challenges	Quantitative survey	Synch. saves time & enables interaction but has tech issues. Asynch. allows replay & autonomy but requires self-regulation.	Teachers' views on FLCC development via CMC modes.
SCMC/ACMC for pragmatic competence	Ajabshir (2018)	106 Iranian EFL (English as a Foreign Language) students	Synch. chat vs asynch. email vs face-to-face instruction	Quasi-experimental	Both CMC modes outperformed F2F; there was no significant difference between synch. and asynch. in pragmatic gains.	Pragmatic competence (request strategies).
Digital storytelling for FLCC	Makarova & Pirozhkova (2021)	36 Russian Information Technology students	Asynch. video storytelling in EFL	Mixed-methods	Increased motivation, improved English skills, enhanced socio-psychological adaptation.	FLCC sub-competences: linguistic, discourse, pragmatic, socio-cultural.
Online L2 designs in adult education	Bergdahl (2025)	20 Swedish adult education teachers	Analysis of synch. / asynch. learning designs	Descriptive case study	Identified 12 engaging design elements; complexity is not tied to the number of tools.	Engagement, interaction, multimodality, self-regulation.
Need satisfaction in online CMC modes.	Jiang et al. (2025)	104 Chinese learners in the United States	Comparison of Zoom (synch.) & writing tasks (asynch.)	Mixed-methods analysis	Autonomy linked to willingness to communicate (WTC) only in asynch.; competence & relatedness linked in both modes.	Willingness to communicate (WTC), language quality, and psychological needs.
Synch. / Asynch. for speaking skills	Takase (2024)	Japanese EFL learners	Zoom (synch.) vs Flipgrid (asynch.) video tasks	Quasi-experimental CAF (complexity, accuracy, fluency) analysis	Synch. decreased sentence complexity; asynch. maintained it. Highlights differential impacts.	Speaking skills, complexity, accuracy, fluency.
Challenges in Indonesian university EFL	Rido et al. (2024)	Indonesian EFL students	Use of Zoom/Meet (SCMC) & LMS/YouTube (ACMC)	Qualitative observations	Reports tech issues, motivation, and comprehension challenges. Recommends balanced use.	English skills, FLCC, and engagement.
Moodle voice tests for linguistic competence.	Kharchenko et al. (2021)	Ukrainian English majors	Moodle-based asynch. speaking tests	Quasi-experimental mixed methods	Improved cohesion, vocabulary, grammar, and accuracy. High student satisfaction.	Linguistic competence, speaking, vocabulary, and accuracy.

Synch. / Asynch. for EFL writing engagement	Tusino et al. (2022)	Indonesian EFL learners	Google Meet (synch.) vs Classroom (asynch.) for writing	Quasi-experimental	Synch. led to higher engagement. Preferred tasks differed by mode (peer writing in synch., feedback in asynch.).	Writing skills, learner engagement (cognitive, behavioural, emotional).
CMC modes for oral discourse functions	AbuSeileek & Qatawneh (2013)	30 EFL students	Synch. vs. asynch. audio discussions	Quasi-experimental	Asynch. led to more diverse question types & longer queries. Synch. promoted clearer, direct questions.	Discourse competence, strategic competence, and oral interaction.

Source: Compiled by the authors

The extracted data were analysed using qualitative thematic analysis. The analysis process involved an iterative coding procedure. In the first stage, the researchers openly coded the studies' texts, highlighting key ideas, concepts, and conclusions. Subsequently, similar codes were grouped into broader categories. These categories served as the basis for forming initial thematic clusters deductively, aligning with the overall structure of the study as outlined by the PCC framework.

Subsequently, inductive refinement of themes and subthemes within each cluster was carried out. This allowed for the identification of more subtle gradations and specific aspects arising directly from the studies' content.

The result of the thematic analysis was the final matrix (Table 3), which structures the included studies according to four key thematic clusters, their descriptions, and the corresponding authors.

In this review, foreign language communicative competence (FLCC) is considered in accordance with the Celce-Murcia model [5], which includes six interrelated components: discursive, linguistic, formulaic, interactive, socio-cultural, and strategic. The thematic clusters were formed based on the main research question addressed in each study. Cluster 1 combines research that directly compares SCMC and ACMC formats or examines user preferences. Cluster 2 includes research on the impact of formats on specific, measurable language indicators — complexity, accuracy, fluency, pragmatic competence, and discursive competence. Cluster 3 focuses on the role of educational design and digital tools in developing FLCC components. Cluster 4 brings together research examining the socio-cultural, professionally oriented, and psychological aspects of FLCC development, including intercultural competence, motivation, and willingness to communicate. Studies on several topics were assigned to a group corresponding to their dominant research question.

Table 3. Thematic clusters of reviewed literature

Cluster Name	Description of key themes and research focus	Authors (according to sources)
Comparative analysis of synchronous and asynchronous formats	Comparison of the efficiency of the modes, analysis of the preferences of students and teachers, and the balance between flexibility and interaction.	Tuchyna et al. (2021); Prasetya (2023); Rigo & Mikuš (2021); Özdal et al. (2021); Alfares (2024); Rido et al. (2024); Tusino et al. (2022).
Development of language competencies (CAF, pragmatics, discourse)	The influence of the digital environment on the complexity, correctness, and fluency of speech (CAF), pragmatic competence, and linguistic accuracy.	Ajabshir (2018); Takase (2024); AbuSeileek & Qatawneh (2013); Makarova & Pirozhkova (2021).
Pedagogical design and innovative technologies	The use of educational design elements, platforms (Moodle, Edmodo, Tilda), and technologies (VR, gamification, simulators) in developing FLCC components.	Reid & Ivenz (2025); Asan & Kunanbayeva (2023); Bergdahl (2025); Antontseva et al. (2025); Kharchenko et al. (2021).

Sociocultural, professionally oriented and psychological aspects of FLCC development	Development of the sociocultural component of FLCC in professional and intercultural contexts, including motivation, willingness to communicate (WTC), satisfaction of basic psychological needs, and affective barriers to learning.	Kudysheva & Antontseva (2023); Davidson & Garas (2023); Yang (2022); Jiang et al. (2025).
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Source: Compiled by the authors

Results and Discussion. The final corpus comprises 20 empirical studies published between 2013 and 2025, with the majority appearing after 2020. These studies encompass a range of geographical contexts, including universities in Indonesia, Ukraine, Kazakhstan, Saudi Arabia, Japan, Iran, Sweden, and the United States. Most studies employ quasi-experimental and mixed-methods designs, reflecting the exploratory stage of research in this field.

Cluster 1. A significant portion of the research focuses on how students and teachers perceive and compare the formats of synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ACMC). The analysis of studies in this cluster reveals a tendency: in the majority of the reviewed works, neither SCMC nor ACMC is perceived as universally superior. Evidence mapping indicates a consistent preference for hybrid models. A survey of future teachers showed that 81.2% recognise the need to combine both formats, with senior students adapting more easily to the variety of tools [6]. This preference is based on perceived strengths: SCMC is often associated with real-time interaction, immediate feedback, and higher student engagement, all of which are considered important for developing spontaneous speech. At the same time, ACMC is linked to flexibility, self-paced learning, and the opportunity for more reflective and prepared language output, which is valued for developing accuracy.

Cluster 2. Research in the second cluster examines specific links between communication formats and components of language competence. The available data point to differentiated but not conclusively established associations. A comparative study notes that the use of SCMC may be associated with maintaining fluency but with a reduction in syntactic complexity in subsequent spoken speech. In contrast, tasks in the ACMC format correlate with increased lexical and syntactic complexity [1, p. 66]. In the field of pragmatics, several studies indicate that both CMC formats are associated with significant progress, with one study showing that they even surpassed traditional face-to-face learning in developing specific pragmatic features. It was also noted that ACMC in certain contexts promotes the emergence of more complex and elaborated discursive functions, such as different types of questions, compared to the more straightforward questions typical of the SCMC environment [7]. These findings are preliminary and based on a limited number of studies with varying methodologies, which warrants caution in their interpretation.

Cluster 3. The third cluster describes the variety of instructional designs and digital tools documented in the literature. The research covers tools ranging from basic Learning Management System functions (e.g., voice tests in Moodle) to advanced integrations such as online speech simulators, gamification, and virtual reality elements, which, in a number of studies, have reported positive correlations with student motivation and engagement [8]. A key sub-theme is the complexity of the instructional design itself. Studies indicate a gap between teachers' theoretical awareness of the importance of engagement-enhancing elements and their practical application, highlighting the need for subject-specific professional development in digital pedagogy.

Cluster 4. This cluster brings together studies examining the contextual and affective dimensions of FLCC development in digital environments. Studies in teacher training, including for non-linguistic specialisations, generally indicate that the development of FLCC is achievable in a digital environment and emphasise the importance of factors such as learner self-organisation and regular speaking practice. The use of specialised digital tools, such as speech simulators, in several studies is associated with noticeable improvement.

Regarding psychological factors, studies consistently note individual differences in learners' perceptions of the formats, although generalising conclusions from the available data should be approached with caution. For instance, gender differences in motivation and self-efficacy have been

reported in the SCMC environment, where female students tend to demonstrate higher levels of positive motivation and self-regulation [9]. Additionally, the psychological prerequisites for engagement appear to vary depending on the format: according to available data, satisfaction of the need for autonomy is significantly related to willingness to communicate in ACMC conditions, whereas in SCMC, other factors such as a sense of community and competence may play a central role.

Methodological gaps and contradictions. Mapping of the research has revealed several methodological features and gaps in the current evidence base. Firstly, there are few studies with a direct comparative design, making it difficult to draw definitive conclusions about the specific influence of each format. Secondly, many works, especially earlier ones, rely on descriptive methods (surveys, observations) with small and non-representative samples, which restricts the ability to generalise the results. Thirdly, the literature shows heterogeneity in FLCC parameters (e.g., researchers focus on CAF, pragmatics, and motivation), which complicates comparisons across studies. Finally, there is a noted lack of long-term (longitudinal) studies assessing the sustainability of competencies developed through SCMC/ACMC.

In addition to the limitations of the included studies, it is necessary to identify the limitations of the present review itself. The corpus is limited to 20 sources due to the strict application of PCC criteria. The main search was limited to English-language publications, potentially resulting in insufficient coverage of research in the Kazakh and post-Soviet academic spaces. In addition, publication bias cannot be excluded.

Analysis of the chronology of the included studies (most published after 2020) indicates a dynamic development in this field. A shift is observed from the initial description of perceptions and tool capabilities to more complex research examining the differentiated impact on specific components of FLCC. Based on identified gaps, the following directions for future research can be outlined:

- Conducting rigorous comparative studies: Well-designed quasi-experiments are needed to compare the pedagogical outcomes of SCMC and ACMC directly.
- Deepening understanding of long-term effects and integrative models: Longitudinal studies can assess the durability of skills. Additionally, empirical testing of hybrid models (e.g., the 'Preparation and Presentation Cycle') is promising, offering not just a combination but pedagogically justified sequences of formats.

The results of this scoping review suggest that research on the use of synchronous (SCMC) and asynchronous (ACMC) communication for the development of FLCC constitutes a dynamic yet methodologically diverse field. An analysis of studies published between 2013 and 2025 points to a shift in focus: from an initial description of tools and perceptions to a more complex analysis of the differentiated impact of formats on specific components of competence. This evolution reflects a global trend towards a more nuanced understanding of digital pedagogy. The present review represents one of the first attempts at systematic mapping of this field with explicit consideration of the Kazakhstani context, where the intersection of trilingual education policy and digital transformation creates a distinctive research landscape.

The key finding of the review is that several studies point to a tendency towards functional complementarity between SCMC and ACMC rather than competition. The mapping of the literature suggests that no single format is sufficient for the comprehensive development of FLCC. This tentative complementarity is reflected at several levels: in user preferences favouring hybrid models; in observed associations (where ACMC in several works is more often linked to linguistic complexity and accuracy, and SCMC to fluency and engagement); and in the design of successful pedagogical interventions that deliberately combine both modes. It is important to emphasise, however, that this tendency is based on a limited corpus of studies and cannot be conclusively established. Thus, to move from establishing associations and perceptions to evidence-based pedagogical recommendations, it is necessary to:

- 1) conduct rigorous comparative studies (longitudinal studies) testing integrative models;
- 2) develop and validate comprehensive assessment tools covering all components of FLCC in

a digital environment;

3) specifically investigate the role of individual differences among students and the particularities of educational contexts, including the Kazakhstani context, in the effectiveness of SCMC and ACMC.

Conclusion. This scoping review identified and systematised contemporary research on the roles of synchronous (SCMC) and asynchronous (ACMC) computer-mediated communication in the development of foreign language communicative competence (FLCC) in online learning. The literature analysis shows that the field is shifting towards a growing recognition of their potential functional complementarity.

The review indicates that the key task is not the selection of a single format, but rather pedagogically justified planning of their integration to address specific learning objectives — from developing fluency and spontaneity to fostering linguistic accuracy and complexity. The available evidence suggests the importance of considering students' psychological factors and the professional-educational context, especially in the context of the digital transformation of higher education systems. However, further research is necessary to move from theoretical models and identified associations to evidence-based pedagogy. Priorities should include rigorous comparative and longitudinal studies to assess the effectiveness of integrated models, as well as the development of contextually sensitive methodologies that take into account the specifics of the educational environment and language policy, including in Kazakhstan.

Thus, this review fulfils its primary task as a scoping review: it maps the current landscape of knowledge, clearly delineates the structure and gaps in the research field, and sets directions for future work aimed at creating evidence-based recommendations for educators and developers of educational programmes.

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ОНЛАЙН-БІЛІМ БЕРУ ЖАҒДАЙЫНДА ШЕТ ТІЛДІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДА ОҚЫТУДЫҢ СИНХРОНДЫ ЖӘНЕ АСИНХРОНДЫ ОҚЫТУ ФОРМАТТАРЫ: ШОЛУ МАҚАЛА

Аңдатпа

Бұл шолу жоғары онлайн-білім беру жағдайында шет тіліндегі коммуникативтік құзыреттілікті (ШТКК) дамыту мақсатында синхронды (SCMC) және асинхронды (ACMC) компьютерлік-делдалдық коммуникацияны қолдануға арналған зерттеулерді жүйелі түрде қарастырады. Зерттеудің мақсаттары негізгі тұжырымдамалар мен құралдарды анықтау, әдіснамалық тәсілдерді жүйелеу, аталған форматтардың ШТКК компоненттеріне ықпалын талдау, сондай-ақ болашақ зерттеулерге арналған олқылықтарды айқындау болып табылады. Жарияланымдарды іріктеу Population–Concept–Context (PCC) моделі негізінде және PRISMA-ScR хаттамасына сәйкес жүргізілді. Іріктеуге енгізілген еңбектер жоғары оқу орындарының студенттері мен оқытушыларын шет тілдеріне оқытуда SCMC және ACMC қолданылуын қарастырады. Жоғары біліммен, коммуникативтік құзыреттілікті дамытумен немесе мамандандырылған цифрлық коммуникация құралдарымен байланысты емес зерттеулер алып тасталды.

Жүйелі іздеу 2013 жылғы қаңтар мен 2025 жылғы желтоқсан аралығында Scopus, Web of Science, Google Scholar дерекқорларында және Қазақстан университеттерінің цифрлық кітапханаларында жүргізілді. Қорытынды талдауға тақырыптық талдау әдісі арқылы жинақталған деректері бар 20 зерттеу енгізілді. Нәтижелер төрт негізгі тақырыптық кластерді айқындады: форматтарды салыстырмалы талдау және пайдаланушылардың таңдаулары; лингвистикалық құзыреттерге ықпалы; педагогикалық дизайн және инновациялық технологиялар; ШТКК дамытудың әлеуметтік-мәдени, кәсіби-бағдарланған және психологиялық аспектілері. Шолудың негізгі байқауы — SCMC пен ACMC-тің функционалдық өзара толықтырушы сипатына қарай тенденцияның байқалуы және жалғыз оңтайлы форматты іздеуден гөрі гибриді модельдерге практикалық бағдардың басымдығы. Сонымен қатар, шолу қатаң салыстырмалы және лонгитюдтік зерттеулердің жеткіліксіздігін қоса алғанда, сақталып отырған әдіснамалық шектеулерді көрсетеді. Бұл жұмыс болашақ зерттеулерге негіз болып, тілдік педагогикаға цифрлық коммуникативтік форматтарды интеграциялаудың дәлелді тәсілін қалыптастыруға ықпал етеді.

Түйінді сөздер: онлайн оқыту, шет тілі коммуникативтік құзыреттілігі, компьютер арқылы делдалданған коммуникация, синхронды формат, асинхронды формат, жоғары білім, шолу мақала.

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СИНХРОННЫЕ И АСИНХРОННЫЕ ФОРМАТЫ ОБУЧЕНИЯ В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В УСЛОВИЯХ ОНЛАЙН-ОБРАЗОВАНИЯ: ОБЗОРНАЯ СТАТЬЯ

Аннотация

Данный обзор направлен на систематическое картирование исследований, посвященных использованию синхронной (SCMC) и асинхронной (ACMC) компьютерно-опосредованной коммуникации для развития иноязычной коммуникативной компетенции (ИКК) в высшем онлайн-образовании. Цели исследования заключались в выявлении ключевых концепций и инструментов, систематизации методологических подходов, анализе влияния форматов на компоненты ИКК, а также определении пробелов для будущих исследований. Отбор публикаций проводился по модели PCC (Population–Concept–Context) и в соответствии с протоколом PRISMA-ScR. Включенные работы касались применения SCMC и ACMC в обучении иностранным языкам студентов и преподавателей вузов. Были исключены исследования, не связанные с высшим образованием, развитием коммуникативной компетенции или специализированными цифровыми инструментами общения.

Систематический поиск проводился в базах данных Scopus, Web of Science, Google Scholar и цифровых библиотеках казахстанских университетов за период с января 2013 по декабрь 2025 года. В итоговый анализ были включены 20 исследований, данные которых были обобщены с помощью тематического анализа. Результаты выявили четыре основных тематических кластера: сравнительный анализ форматов и предпочтения пользователей; влияние на языковые компетенции; педагогический дизайн и инновационные технологии;

социокультурные, профессионально-ориентированные и психологические аспекты развития ИКК. Ключевым наблюдением обзора является выявленная тенденция к функциональной дополнителности SCMC и АСМС и практическая ориентация на гибридные модели, а не на поиск единственного оптимального формата. Обзор также выделяет сохраняющиеся методологические ограничения, включая недостаток строгих сравнительных и лонгитюдных исследований. Данная работа служит основой для дальнейших исследований и способствует формированию доказательного подхода к интеграции цифровых коммуникативных форматов в языковую педагогику.

Ключевые слова: онлайн-обучение, иноязычная коммуникативная компетенция, компьютерно-опосредованная коммуникация, синхронный формат, асинхронный формат, высшее образование, обзорная статья.

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